

Secondary Science Professional Learning Cycle

Exit Card – Reflection Summary

(Feb – May 2012)

Self-Reflection

Use this tool to reflect on where you were before our first session in February and where you are now after participating in this 3-day Professional Learning Cycle. To record your data, simply place check marks (✓ -----> ✓) at the appropriate levels in each row related to a strategy/structure introduced, modeled and practiced in the Network.

Note: 17 Secondary Science Teachers/Department Heads were surveyed.

	Nil -I don't think this concept/strategy/structure is useful for my classroom -I will never use it with my students	Beginning -I have a limited understanding of the concept and/or applying the practice/strategy in my classroom -I am tentative and still need a lot of support	On My Way -I am feeling more comfortable with the concept and/or applying the practice strategy in my classroom -I need only minimal support	I'm There! -I have mastered the concept and/or strategy in my classroom -The practice/strategy is routinely used in my classroom
Learning Goals		2	12	3
Success Criteria		2	14	1
Assessment <i>for</i> Learning		2	11	4

(Source: Adapted from Damian Cooper's *Talking About Assessment*, 2010)

Describe a strategy that was successful when you implemented it in your classroom.

- Defining learning goals at the outset of a lesson. It helped me to better focus my lessons and link them to the curriculum. It helped students to be aware of what was expected of them
- Discussing learning goals in the classroom so students could understand them
- Setting up success criteria as a class
- Using success criteria & checklists that were generated by students
- Allowing students to design/come up with learning goals or rubrics for various assessments
- Using assessment *for* learning strategies more often
- Ongoing formative assessment before summative assessment
- Student self- and peer-assessment
- Improving feedback for students
- Using descriptive feedback on assessments
- Develop, plan and implement an inquiry-based lab
- Frayer model

Describe your experience (positive and/or negative) while working collaboratively to plan lessons using the Professional Learning Cycle.

- This was one of the best on-going workshops I've attended. Working collaboratively with others is what we NEED more of. Hope to see this next year.
- Very positive as it was a way to share ideas to better my teaching.
- It was a good forum to share ideas and different assessment strategies.
- It was a good, positive experience to go through the process/cycle.
- It was a positive experience – the collaborative experience was valuable, being able to share ideas (content or A&E) helped me develop/expand my repertoire.
- Very positive. Spending time with like-minded, motivated colleagues always gives me a renewed energy and additional tools/ideas/lessons to take to my students.
- Being able to spend time with colleagues and develop meaningful material.
- Loved, loved, loved working with my colleagues! Learned about teaching strategies, technology in the classroom (wikis, blogs), ...
- Networking with department heads.
- It was great working as a group and this can be modelled to be used within our department.
- We also realized the benefits of a "physics only" group which has been created to meet occasionally after school.
- A great way to focus on my lesson development.
- Positive – enjoyed sharing ideas/lessons with peers.
- Time and working with my colleagues is invaluable.
- These days are needed for PD. It is much better than the PD at my school.

What do you need now to further build on what you've learned?

- More opportunities to share/reflect strategies with others.
- Time! All of this takes time out of an already busy day.
- More time to continue implementing these strategies.
- Continue to work on learning goals & success criteria.
- Time – my biggest issue with anything we usually do is that we are given so many valuable tools but often have so little time in the face of how much we could/can/should do with our classes.
- Regular reinforcement to ensure what I learned will be implemented. Otherwise, it may get lost in the business of everyday work.
- I found the 3-day professional learning cycle on assessment in science extremely valuable with respect to my understanding and adaptation in my classroom.
- This is a great start! We need to continue this Professional Learning Cycle next year and beyond.
- Networking.
- Time and money to train teachers in our departments.
- Time to collaborate more.
- More PD with an opportunity to interact with other science teachers from different schools to share/learn.
- Develop more lesson plans and how to get my department to implement these strategies.
- Web-based learning